

Learning Design Conversations

Part 4: Educative
Assessment

Guidelines for the conversation...

**Before talking, please
kindly acknowledge
what was said before.**

- ⇒ Listen carefully
- ⇒ Be mindful of the 'space' you take up
- ⇒ Be respectful of people and ideas
- ⇒ Be aware of your words, tone and gestures

Fink's Steps in Integrated Course Design:

1. Identify important situations factors



1. Identify important learning goals

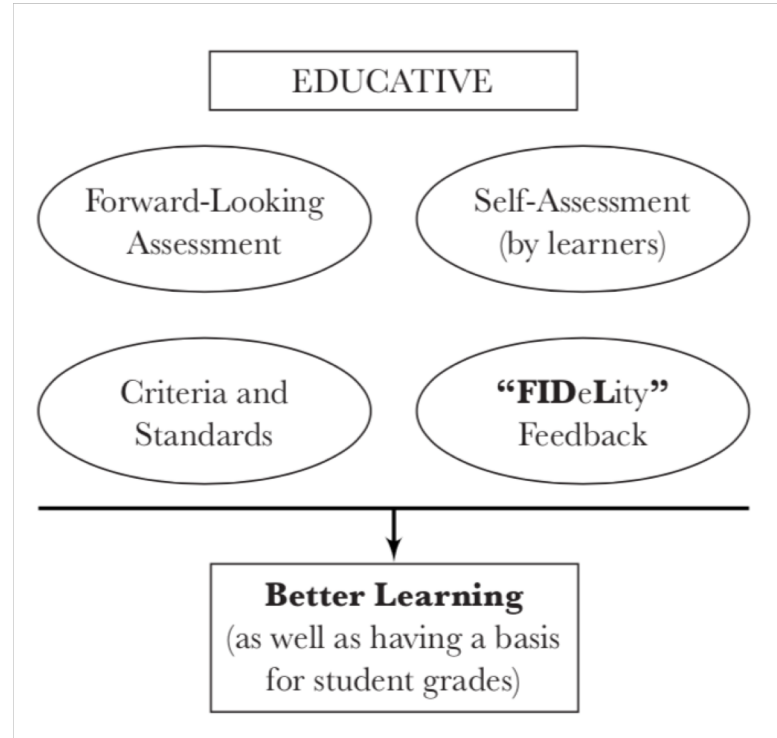


1. Formulate appropriate feedback and assessment procedures

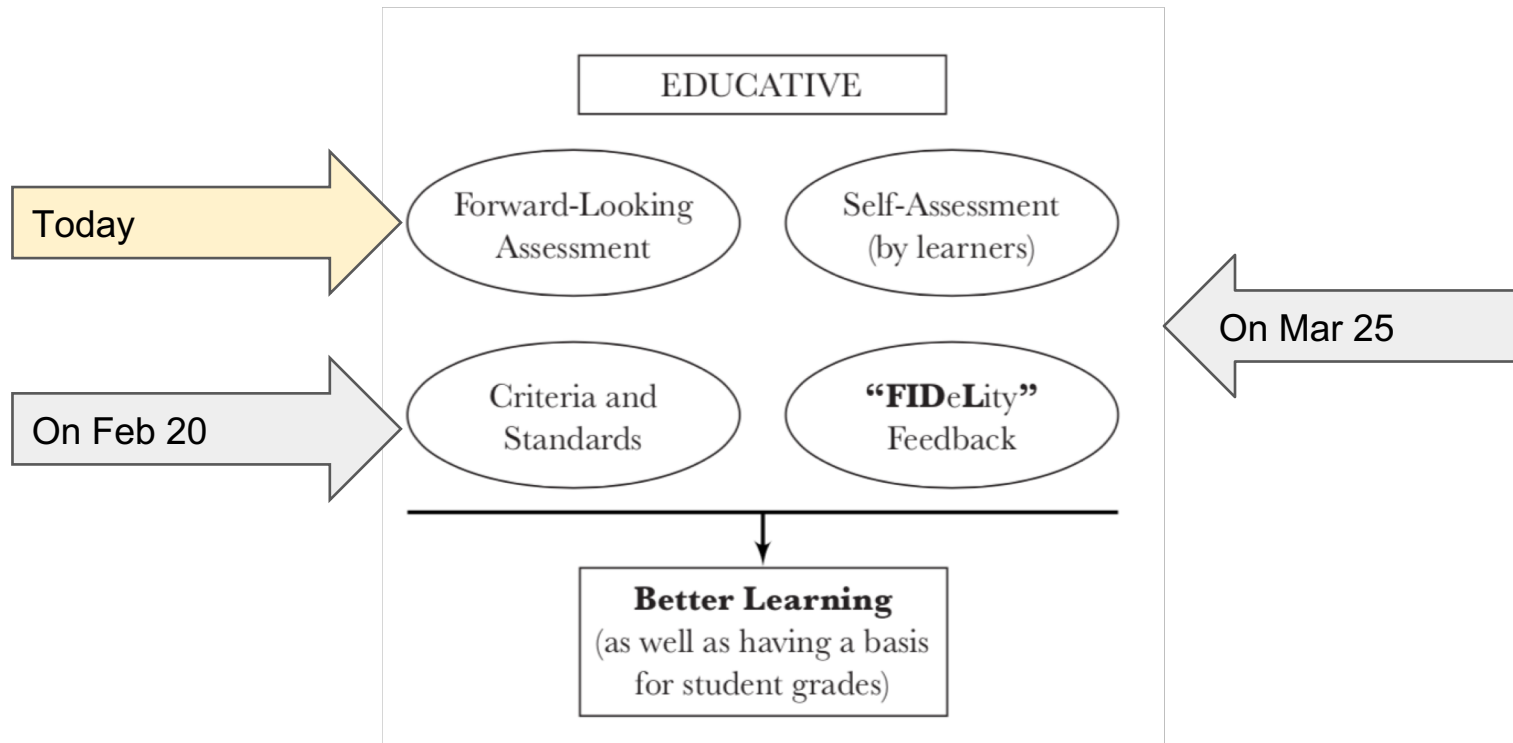
Please note, today and moving forward this semester, in these conversations the term 'assessment' refers to course-based assessment.

What do you know about **educative assessment**?

Educative Assessment



Educative Assessment



Backward looking and Forward Looking Assessments

Backward looking: We covered topics X, Y, Z. Did you get it?

Forward looking: Here is a potential situation [define], can you use the knowledge of X, Y and Z to do [this]?

How often do **you** utilize **Backward** looking or **Forward** Looking Assessment?

- Make a list of all assessments in your selected course (assignments, tests, projects, presentations, peer-critiques)
- For each one, determine if it's backward or forward looking
- Reflect and share with the whole group

Backward looking: We covered topics X, Y, Z. Did you get it?

Forward looking: Here is a potential situation [define], can you use the knowledge of X, Y and Z to do [this]?

Forward-looking Assessment asks students to perform Authentic Tasks

The goal is to perform it effectively in context

Authentic tasks supply valid direction, intellectual coherence and motivation. Assessment is authentic when it's anchored in the kind of work people do.

(Wiggins, Educative Assessment, 1998)



What does an authentic task look like

What am I trying to prepare my students to do?

Consider the following questions:

- Who might be faced with a problem that requires this knowledge?
- Where might they work?
- How would knowing this information affect a person's life or work?

Product

What kind of product should the students make?

Consider the following questions:

- What kind of product will students create to address a problem or situation?
- Who is the audience for this product?
- What value does this product have?
- What different subject areas are involved?
- Can we work with a different subject matter experts/professors/departments?

Self Direction

We often tell students what they should do or make, but how often do we tell them why?

Consider the following questions:

- Does the task allow students to choose the type of product they want to make?
- Does the task require students to become experts on the topic?

Let's share our **task-oriented assessments**.

Characteristics of Forward Looking Assessment

Realistic

Require judgment and innovation

Ask the student 'to do' the subject

Replicate or simulate the context of workplace, civic life and personal life

Assess the student's ability to use a repertoire of knowledge and skills efficiently to negotiate complex tasks

Allow appropriate opportunities to rehearse, practice, and get feedback to refine performance or product.

What are your **challenges** about ‘forward-looking assessment’?

What’s difficult about creating, revising, teaching with, and grading forward-looking assessments in your disciplines?

What are your **strengths** ?

What do you do well?

What advice can you offer to each other?

Next session

Feb 20

Criteria and Standards

Forward Looking Assessment

Step 1 - Make a list of your assessments for a selected course

Step 2 - For each, determine if it's FORWARD or BACKWARD looking

Step 3 - Reflect on what you see, what does it say about your teaching style, your course, your discipline?

Terminology

Backward looking assessment: We covered topics X, Y, Z. Did you get it?

Forward looking assessment: Imagine yourself in a situation [define], can you use the knowledge of X, Y and Z to do [this]?

Authentic Tasks

Step 1 - From the list that you made earlier, select any one assessment that is 'forward looking'

Step 2 - For your selected assessment consider the following:

- The goal of an Authentic Task is to perform it effectively in context. What is the **context** for this assignment?
- What am I trying to prepare my students **to do**?
- What kind of **product** should the students make?
- We often tell students what they should do or make, but how often do I **tell them why**?

Step 3 - Reflect on what you see, what areas could you improve this assignment, what could you revise to make it better?

Characteristics of Forward Looking Assessment

Step 1 - Review this set of characteristics and use the right column to reflect on your task-based or 'forward looking assessment'. How many of these characteristics does your assignment have? How can you improve your assignment to include more of these characteristics? What could you do specifically?

Realistic Require judgment and innovation Ask the student 'to do' the subject Replicate or simulate the context of workplace, civic life and personal life Assess the student's ability to use a repertoire of knowledge and skills efficiently to negotiate complex tasks Allow appropriate opportunities to rehearse, practice, and get feedback to refine performance or product.	
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Step 2 - Reflect on the challenges and strength of your course, discipline or assignments in terms of these forward-looking criteria. What suggestions can you give to others about how to do this well? What questions do you have for the group?